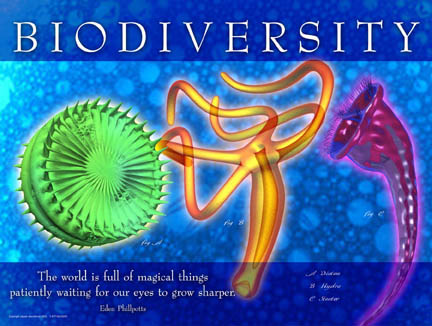
SNC1P -- Biocreativity Project

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**BACKGROUND**

We have learned that every living thing is part of a complex web of relationships that we call an ecosystem. Ecosystems often appear unchanging - an untouched forest or pond may look much the same now as it did 40 or 50 years ago. But underneath that surface stability, though, great changes are taking place as matter cycles and

energy flows through the system.

From tundra to desert, from mixed forest to grassland, Canada supports a wide range of biomes, both terrestrial and aquatic. Many factors, both abiotic and biotic, affect which species live where. Today, more so than ever, Canadians are struggling with initiatives to maintain those ecosystems and to produce sustainable harvests.

For this project, your goal is to profile a living organism of your choosing, with a segment dedicated to 4 of the topics listed. You will be assigned to group and the details of the project are as follows:

**TASKS**

* + Research on a species of your choosing (can be any living organism) that is in danger of extinction or causing loss of biodiversity
  + Present your group story as a performance (this can take the form of a presentation, song, video, dramatic debate, skit…you choose!).
  + Create a product that not only describes the living organisms’ abiotic and biotic environment (ie their habitat) but their role (ie their niche) in the ecosystem
  + Each group member must contribute to the project to demonstrate a diversity of ideas
  + You must use at least **4** of the following topics to demonstrate your knowledge of this unit (you may do more but only 4 will be marked):
* biosphere & biodiversity
* natural & artificial ecosystems
* classification of ecosystem webs (producer, consumer, herbivore, carnivore)
* predator/prey relationships
* population factors/limits
* pollution & role of humans (bioaccumulation, ...)
* exotic (invasive) species & their impact
* stewardship & sustainability/conservation efforts

**DUE DATE**

The due date for this project is **18th November**. Failure to submit the project by this date will result in loss of marks. Class/library time will be provided but each group will need to work on their project outside of class also.

**ASSESSMENT**

Students will be assessed according to the rubric on the following page. Class time will be reserved for informal interviews with each student to assess what their contributions to the project were and what their knowledge of the group project is. This will form the basis of individual marks.

**USEFUL RESOURCES**

**School**

St. Patrick’s Library Databases

**Websites**

*Invasive Species*, Government of Canada <http://www.invasivespecies.gc.ca/english/LinkSearch.asp?x=1&formAction=SubjectArea>

*The Canadian Biodiversity Website*, The Redpath Museum <http://canadianbiodiversity.mcgill.ca/english/species/index.htm>

**RUBRIC For Assessment**

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| --- | --- | --- | --- | --- | --- |
| **CATEGORY** | **LEVEL 4 (80-100%)**  **EXCELLENT** | **LEVEL 3 (70-79%)**  **GOOD** | **LEVEL 2 (60-69%)**  **SATISFACTORY** | **LEVEL 1 (50-59%)**  **NEEDS IMPROVEMENT** | **SCORE** |
| **COMMUNICATION** | * Pace and tone always relevant to the story * Voice always dynamic and expressive * Always supports the performance and helps understand the topic further   Performance flows very well with a very clear development and a timely finish (3 -6 min) | * Pace and tone mostly relevant to the story * Voice is dynamic, and expressive * Voice is clear and sufficiently loud * Mostly supports the performance and help understand the topic further * Length is 7-8 minutes | * Pace and tone occasionally relevant to the story * Voice is somewhat dynamic and expressive * Voice is audible and sufficiently clear * Somewhat supports the performance but the relevance is questionable * Length is 8-9 minutes or 2-3 minutes | * Pace and tone not relevant to the story * Voice is monotone and lacks expression * Voice is unclear and inaudible * Does not support the performance nor explain the topic * Length is over 10 minutes or under 2 minutes |  |
| **COMMUNICATION (creativity & presentation)** | * Very original and creative * Always exhibit confidence, and energ**y** | * Original and creative * Mostly exhibit confidence, and energy | * Some originality and creativity * Exhibits little confidence and /or energy; appears nervous | * Minimal or lacking originality and creativity * Lack of confidence and energy, groups members are not ready to perform |  |
| **KNOWLEDGE & UNDERSTANDING (content)** | * An in-depth understanding of the concept is demonstrated * 4 topics are covered * Information presented was always clear, accurate and thorough | * An good understanding of the concept is demonstrated and presented with ease * 4 topics are covered. * Most information presented was clear, accurate and thorough | * Seemed to understand the main points of the topic but presented with some difficulty. * Only 3 topics are covered * Information presented was accurate but not always clear or thorough | * Did not show an adequate understanding of the topic * Less than 3 topics are covered * Information presented was not clear, or had inaccuracies |  |

**TOTAL /12**